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ABSTRACT

The 11 chapters in this book, each contributed by a different author, are organized around the "3P model" of learning at the college level developed by John Biggs, which allows teachers to monitor and modify their teaching in light of students' learning. The 3P model includes presage (student and situational variables), process (how students go about learning), and product (student learning outcomes). The book also discusses the Structures of Observed Learning Outcomes (SOLO) taxonomy as an alternative to Bloom's model and as a possible basis for assessing learning. The book's chapters are organized into five parts, three of which reflect the parts of the 3P model, the fourth which encompasses the whole model, and the fifth which integrates the preceding chapters and highlights implications for teachers. The chapters are: (1) "Teaching Beliefs and Their Impact on Students' Approach to Learning" (David Kember); (2) "Approaches To Teaching Creative Writing" (Elaine Martin, Paul Ramsden); (3) "A Medley of Individual Differences" (J.R.F. Meyer); (4) "Approaches to Learning and Forms of Understanding" (Noel Entwistle); (5) "Effects of Collaborative Learning on the Quality of Assignments" (Catherine Tang); (6) "Assessing Approaches to Learning: A Cross-Cultural Perspective" (David Watkins); (7) "The SOLO Model: Addressing Fundamental Measurement Issues" (John Hattie and Nola Purdie); (8) "Towards a Theory of Quality in Higher Education" (Ference Marton); (9) "Applying the SOLO Taxonomy to Learning in Higher Education" (Gillian Boulton-Lewis); (10) "Teaching for Improved Learning in Small Classes" (Barry Dart); and (11) "Teaching In Higher Education" (Michael Prosser and Keith Trigwell). (Individual chapters contain references.) (DB)

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